



SACSA-ALIGNED LEARNING PROGRAM REPORT

STUDENT'S NAME: _____

SCHOOL: _____

PROGRAM FACILITATOR NAME(S): _____

FLO COORDINATOR: _____

LEARNING PROGRAM NAME: FLO Individual Project

SERVICE / PROGRAM PROVIDER: _____

TYPE OF CERTIFICATE ISSUED: ☒ Participation (or) ☐ Attendance ☐ Completion ☒ Achievement
(Please circle or highlight Certificate type issued)

ASSESSMENT TYPE: ☒ SACSA-aligned ☒ Evidence to be included in CLP ☐ Suitable for inclusion in the ICAN PLP:
☐ Task 1: (Notes: _____)
☐ Task 2: (Notes: _____)
☐ Task 3: (Notes: _____)
☐ Task 4: (Notes: _____)

ATTENDANCE SUMMARY:

(Actual attendance and absence information to be provided to case managers (if applicable) and to schools)

Total number of program sessions: _____ Number of sessions attended by student: _____

NB: Suggested outcomes may not be suitable for all students, as programs may be undertaken by students in a wide age-range. However, this report serves as a record of the level of achievement and evidence of learning specifically undertaken in this program.

FLO Coordinators may choose to accept the suggested outcomes of this program or they may choose to re-assess the student's work internally.

FLO Coordinators, please indicate which option you have chosen for this report:

- ☐ I accept the outcomes on this report and will report on and record these for the student
- ☐ I (or another school representative) will re-assess the student's work and report and record accordingly *(please advise program facilitator)*

SACSA LEARNING AREAS:

English and Design and Technology

STRAND:	OUTCOMES:	EVIDENCE:	FACILITATOR COMMENT:	FLO SCHOOL ENDORSEMENT (INITIALS):
English – Texts and Contexts	<p>3.3 – Reads and views a range of texts containing some ideas and issues of social / cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. (In, T, KC1)</p>	<ul style="list-style-type: none">● Choose a topic; research the topic; take notes from research gathered; create a ‘Fact Sheet’; and write a reflection on the project <p><input type="checkbox"/> Completed</p> <p><input type="checkbox"/> Not completed</p>	<p><input type="checkbox"/> Student participated actively in all aspects of this section and completed all set tasks</p> <p><input type="checkbox"/> Student mostly participated actively in most aspects of this section and completed most set tasks</p> <p><input type="checkbox"/> Student rarely participated actively in this section and completed few set tasks</p> <p><input type="checkbox"/> Student did not participate in this section and did not complete set tasks</p>	<p><input type="checkbox"/> I am satisfied that the outcome has been achieved</p> <p><input type="checkbox"/> I am not satisfied that this outcome has been achieved</p> <p>Initials: _____</p>
English – Texts and Contexts	<p>3.4 – Composes a range of texts that include ideas about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context. (Id, T, C, KC2)</p>			
English – Strategies	<p>3.11 – Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. (F, Id, T, C, KC1, KC2)</p>			

English – Texts and Contexts	<p>3.2 – Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. (In, T, C, KC2)</p>	<p>• Project discussions with Case Manager; developing interview questions or Fact Sheet questionnaire; conducting interview; writing interview responses; oral presentation (focussing on information gathered, process and product created); self-evaluation on oral presentation and Case Manager evaluation (could also include audience feedback)</p> <p><input type="checkbox"/> Completed <input type="checkbox"/> Not completed</p>	<p><input type="checkbox"/> Student participated actively in all aspects of this section and completed all set tasks</p> <p><input type="checkbox"/> Student mostly participated actively in most aspects of this section and completed most set tasks</p> <p><input type="checkbox"/> Student rarely participated actively in this section and completed few set tasks</p> <p><input type="checkbox"/> Student did not participate in this section and did not complete set tasks</p>	<p><input type="checkbox"/> I am satisfied that the outcome has been achieved</p> <p><input type="checkbox"/> I am not satisfied that this outcome has been achieved</p> <p>Initials: _____</p>
English – Strategies	<p>3.10 – Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. (Id, T, C, KC3, KC6)</p>			
English – Strategies	<p>3.12 – Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. (T, C, KC3)</p>			
Design and Technology – Designing	<p>3.3 – Selects appropriate communication forms and technologies to document and convey clearly design ideas, thinking and organisation. (T, C, KC2)</p>	<p>• Plan and create a piece of artwork based on project topic chosen</p> <p><input type="checkbox"/> Completed <input type="checkbox"/> Not completed</p>	<p><input type="checkbox"/> Student participated actively in all aspects of this section and completed all set tasks</p> <p><input type="checkbox"/> Student mostly participated actively in most aspects of this section and completed most set tasks</p> <p><input type="checkbox"/> Student rarely participated actively in this section and completed few set tasks</p> <p><input type="checkbox"/> Student did not participate in this section and did not complete set tasks</p>	<p><input type="checkbox"/> I am satisfied that the outcome has been achieved</p> <p><input type="checkbox"/> I am not satisfied that this outcome has been achieved</p> <p>Initials: _____</p>
FACILITATOR'S OVERALL COMMENT:				
FLO COORDINATOR'S COMMENT:				